

## Gilbert Primary

520 Main Street  
Gilbert, SC 29054

**Grades** PK-2 Primary School

**Enrollment** 712 Students

**Principal** Loretta G. Arnette 803-892-1200

**Superintendent** Dr. Karen C. Woodward 803-951-8363

**Board Chair** Albert J. Dooley Jr. 803-359-0844

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 3         | 0    | 0       | 0             | 0              |

## IMPROVEMENT RATING

GOOD

## ADEQUATE YEARLY PROGRESS

NO

Definition: As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for Adequate Yearly Progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for Adequate Yearly Progress.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2003</b> | Excellent              | N/A                       | N/A                             |
| <b>2004</b> | Excellent              | Good                      | Yes                             |
| <b>2005</b> | Excellent              | Good                      | No                              |
| <b>2006</b> | Excellent              | Good                      | No                              |

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERFORMANCE RATING CRITERIA**

|  |           |
|--|-----------|
| Student attendance rate  | 95.0%     |
| Student-teacher ratio in core subjects   | 23.7 to 1 |
| Percent of parents attending conferences   | 99.0%     |
| Days of professional development devoted exclusively to knowledge and skills in working with children less than eight years old. | 11.6      |

**Type of accreditation:** *(More than one may apply)*

- ☐ Not pursuing accreditation  
☐ Conducting a self-study  
☒ State Department of Education  
☒ Southern Association of Colleges and Schools  
☐ American Montessori Society  
☐ National Association for the Education of Young Children

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**SCHOOL PROFILE**

|  | <b>Our School</b> | <b>Change from Last Year</b> | <b>Primary Schools with Students Like Ours</b> | <b>Median Primary School</b> |
|--|-------------------|------------------------------|--|------------------------------|
| <b>Students (n= 712)</b>   |                   |                              |  |                              |
| First graders who attended full-day kindergarten                           | 100.0%            | No change                    | 99.2%  | 99.6%                        |
| Retention rate   | 6.2%              | Up from 4.4%                 | 6.2%   | 4.7%                         |
| Attendance rate  | 95.0%             | Up from 94.8%                | 95.0%  | 95.8%                        |
| With disabilities other than speech  | 1.8%              | Down from 2.5%               | 1.6%   | 3.8%                         |
| Older than usual for grade   | 0.3%              | Up from 0.2%                 | 0.0%   | 0.2%                         |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%              | No change                    | 0.0%   | 0.0%                         |

**Teachers (n= 50)**

|   |           |                  |           |           |
|---|-----------|------------------|-----------|-----------|
| Teachers with advanced degrees                      | 50.0%     | Down from 52.2%  | 57.1%     | 53.2%     |
| Continuing contract teachers                        | N/AV      |                  | N/AV      | N/AV      |
| Classes not taught by highly qualified teachers     | 0.6%      | N/A              | 0.6%      | 0.0%      |
| Teachers with emergency or provisional certificates | 2.4%      | Down from 3.2%   | 2.4%      | 0.0%      |
| Teachers returning from previous year               | 87.1%     | Up from 80.2%    | 91.9%     | 90.6%     |
| Teacher attendance rate                             | 93.7%     | Down from 94.6%  | 94.6%     | 94.6%     |
| Average teacher salary                              | \$37,789  | Up 0.3%          | \$43,284  | \$43,053  |
| Prof. development days/teacher                      | 13.5 days | Up from 7.0 days | 13.5 days | 17.2 days |

**School**

|   |           |                   |           |           |
|---|-----------|-------------------|-----------|-----------|
| Principal's years at school                   | 5.0       | Up from 4.0       | 2.0       | 2.0       |
| Student-teacher ratio in core subjects        | 23.7 to 1 | Up from 23.1 to 1 | 21.6 to 1 | 19.3 to 1 |
| Prime instructional time                      | 87.2%     | Down from 88.6%   | 87.2%     | 89.2%     |
| Dollars spent per pupil*                      | \$6,346   | Up 8.7%           | \$6,103   | \$6,176   |
| Percent of expenditures for teacher salaries* | 60.1%     | Down from 61.0%   | 60.7%     | 63.2%     |
| Percent of expenditures for instruction*      | 63.1%     |                   | 65.0%     | 67.9%     |
| Opportunities in the arts                     | Good      | Up from Fair      | Good      | Good      |
| Parents attending conferences                 | 99.0%     | No change         | 99.0%     | 99.0%     |
| SACS accreditation                            | Yes       | No change         | Yes       | Yes       |
| Character development                         | Excellent | Up from Good      | Average   | Excellent |

\* Prior year audited financial data are reported.

|   | <b>Our District</b>    | <b>State</b>               |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers  | 3.4%                   | 6.2%                       |
| Classes in high poverty schools not taught by highly qualified teachers | N/A                    | 10.2%                      |
|   | <b>State Objective</b> | <b>Met State Objective</b> |
| Classes not taught by highly qualified teachers in this school          | 0.0%                   | No                         |
| Student attendance rate in this school                                  | 94.0%*                 | Yes                        |

\* or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Gilbert Primary School emphasized student growth and development in all academic areas as we provided an integrated curriculum under the umbrella of our school-wide theme Down on the Farm in Gilbert. Children enriched their community awareness as they learned about Gilbert's history, people, geography and place in the state/country.

During 2005-2006, the faculty, staff, PTA, School Improvement Council and Data Team recommended continued staff development and use of varied instructional strategies to meet the needs of all students. GPS proudly added a Parent Educator fluent in Spanish to work with our Hispanic parents and the younger siblings of our school-age students to better prepare them for their assimilation into our culture and community. We are proud of the fact that we had an Absolute Rating of Excellent and an Improvement Rating of Good once again on our 2005 School Report Card.

We identified our most at-risk learners by using data acquired from pretests of kindergarten students, Observation Survey results from first graders, and information obtained from running records completed on second graders. We used this to provide students with extra assistance through Title I services, the Waterford Early Reading Program and Wee Steps to Success (an after-school program).

Our Measures of Academic Progress (MAP) results indicated that a barrier to improved achievement for some students is low performance in the areas of word study and analysis and, specifically, literal comprehension. We met with teachers and asked them to use the Primary Spelling Inventory to guide their instruction. We also supported instruction through the use of materials provided from Words Their Way. We continued to emphasize the teaching and use of comprehension strategies by using classroom posters and bookmarks given to parents during our Family Reading Night. We provided other pertinent information for parents to use with their children at home.

A barrier to literacy development comes when children are not immersed in good literature. We increased the number of books in each classroom library and encouraged every family to raise a reader. We strive to get children excited about reading. This year's program, I'm a Reader, saw active participation from more than 600 students throughout the six months of the program. The top school reader was a 4-year-old student whose parents read a record number (1,334) of books to her.

In the fall of 2005, the SC Council of Social Studies named GPS a Program of Excellence for our integrated curriculum project This Land is Your Land. In the spring of 2006, the SC State Department of Education named us a Red Carpet School. Finally, we saw an increase in the integration of technology in the classroom to both enhance the learning of children and increase the effectiveness of instruction.

We appreciate your continued support and continue to Globally Prepare Students.

Loretta Arnette, Principal  
Kelly Frost, Chair, School Improvement Council

**EVALUATIONS BY TEACHERS**

|  | Teachers |
|--|----------|
| Number of surveys returned                             | 49       |
| Percent satisfied with learning environment            | 95.9%    |
| Percent satisfied with social and physical environment | 100.0%   |
| Percent satisfied with school-home relations           | 93.9%    |